

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Elizabeth K. Johns

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Farmersville Elementary School

(As it should appear in the official records)

School Mailing Address 4065 Hwy 69 South

(If address is P.O. Box, also include street address.)

City Mount Vernon State IN Zip Code+4 (9 digits total) 47620-9803

County Posey County State School Code Number* 6965

Telephone 812-838-6593 Fax 812-833-4826

Web site/URL http://www.fa.mvschool.org E-mail johnsek@msdmv.k12.in.us

Twitter Handle N/A Facebook Page facebook.com/farmersvilleelementary Google+ N/A

YouTube/URL N/A Blog N/A Other Social Media Link N/A

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Thomas Kopatich

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: kopatichtp@msdmv.k12.in.us

Other)

District Name Metropolitan School District of Mt. Vernon Tel. 812-838-4471

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mrs. Heather Allyn

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 5 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☒ Small city or town in a rural area
 - ☐ Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	19	7	26
K	14	20	34
1	20	14	34
2	26	16	42
3	18	21	39
4	16	19	35
5	22	10	32
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	135	107	242

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 96 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 15%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	22
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	34
(4) Total number of students in the school as of October 1	229
(5) Total transferred students in row (3) divided by total students in row (4)	0.148
(6) Amount in row (5) multiplied by 100	15

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 28 %
 Total number students who qualify: 68

Information for Public Schools Only - Data Provided by the State

The state has reported that 24 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 28 %
71 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>7</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>21</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>18</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: At Farmersville Elementary School, learning occurs in a safe, caring, positive, and challenging environment. This remains a lifelong mission, expectation, and responsibility for all.

PART III – SUMMARY

Farmersville Elementary School, located in Posey County in Southwestern Indiana, borders Illinois and Kentucky. Posey County falls into the smallest student population category as reported by the state, with the Indianapolis area having the largest student population. Our 242 students, ranging from 3 year-old Developmentally Delayed Preschoolers through 5th grade, are comprised of 1% Black (Indiana 12%), 2% Hispanic (Indiana 11%), 1% Multiracial (Indiana 5%), and 96% white (Indiana 70%) ethnicities. We are one of three elementary schools that feed into Mt. Vernon Junior and Senior Highs. The name, Farmersville, truly identifies our school, because cornfields surround us.

Farmersville Elementary originated in 1958 from the consolidation of five, 1800 – 1900 schoolhouses. Local reverends, school board members, superintendent, principals, parents and children dedicated our building. Students prominently led the program, including flag presentation, Star Spangled Banner, and brass choir. Since then, Farmersville received a full renovation in 2009.

Our hard working, involved, middle class families account for 72% of our population. They farm the land, work in small businesses, or large industries. About 28% of students qualify for free-reduced priced meals (Indiana 49%). Regardless of socioeconomic status, our parents are involved. We stand committed together for our children. The Farmersville School Motto says, “In all that you do, do your best!” This motto embraces our beliefs.

In 2007, Farmersville’s well-liked principal passed tragically. This heartbreaking event challenged all. During the next years, district administrators and an interim served as principals. Data from school performance necessitated a change. In 2011, the Director of Buildings and Grounds, a 12 year veteran principal at West Elementary, added the title of Farmersville principal. Handling two large responsibilities was tough, but he was committed to help, seeing Farmersville as a “Diamond in the Rough.” Through collaborating, rebuilding, celebrating, and alleviating stress for staff, he believed the school could move forward. Teachers needed a pat on the back and freedom to teach. Farmersville experienced some scarring losses and changes, but in the end, grew closer and stronger. The mission each day was to stay positive and provide emotional support. Farmersville was a diamond, which has been polished quite a bit!

Farmersville earned an “A” state rating the last five years. The state grants “Four Star Awards,” for schools scoring in the top 25% on ISTEP+ and meeting Adequate Yearly Progress (AYP). When we achieved this in the 2012-13 school year and subsequent years, it had been 10 years since the last Four Star Award.

Our 27 full time staff members believe that in addition to intentional, excellent teaching of standards, other curricular supports, like 1:1 iPads, two computer labs, and software supporting all curricular areas, promote excellence. Academic related activities that keep students motivated include: Marathon Reader, Accelerated Reader, Book Buddies, Spelling Bee, Dr. Seuss, Chess Club, and Seaperch. Social supports, like Student Council, Book Store, Farmersville Friends, Peer Facilitators, and Home/School Advisor, round out the educational experience. Special education staff provides assistance for Tier 3 students, with specialists in art, music, physical education, and library educating all students. Some staff supports multiple schools, due to enrollment.

We believe variety motivates. Before school on Wednesdays and Fridays, staff and students walk the hallways while fun music plays over the intercom. Led by student council members, each day begins with the pledge, moment of silence, lunch menu, weather, and birthdays. The principal closes with announcements and 3 Minute- Mega Math, whereby students practice math facts at the same time. Friday offers a student led live broadcast from the Farmersville TV station. Students in homerooms watch via the Promethean Board. Fifth grade leaders learn reading, writing, production, and speaking skills through creating and presenting the broadcast.

Farmersville’s PTO serves daily. Fundraising provides teachers a generous dollar amount for classroom and student needs. Additionally, PTO provides fun activities for kids on a regular basis. We believe this improves attendance and enthusiasm for school. Food and Fun Fest, Holiday Shoppe, 50th & 100th Day

Parties, “A” Celebrations, Recycling Program, Book Fair, Box Tops, Staff Appreciation, Field Day, and friendly classroom competitions keep students motivated. PTO also secures special guests to enrich student learning.

Our closely knit school community is personable and welcoming. Current news on Farmersville Facebook Page and school/district websites promotes unity. Community activities like River Days, Grandparents’ Day, National School Lunch Week, High School Events, Kindergarten Orientation, Farmersville Exterior Walking Path/Outdoor Classroom, Alexandrian Book Mobile, Junior Achievement, and Professor Popcorn help students. Students give back to our community as well. Collections for those in need occur regularly. Collected this year were socks for senior citizens, food for the local pantry, and coins for childhood Leukemia. We work together to help students and community members in need.

Farmersville School intentionally teaches academic standards, but the aforementioned unique special programs enhance the academic performance and social responsibility of our students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The Indiana Academic Standards, in alignment with national requirements, guide curriculum at Farmersville Elementary. These rigorous Career and College Readiness Standards prepare Indiana students for life. Supporting curricular content knowledge standards are process standards, whereby students demonstrate the ways in which they conceptually understand, synthesize learning, and apply that knowledge to real life. The Indiana Academic Standards drive our curriculum.

From the Indiana Academic Standards, Farmersville teachers and staff understand what students need to know and demonstrate at each grade level, within each content area. The English/Language Arts strand contains: Foundations, Literature, Nonfiction, Vocabulary, Writing, Speaking and Listening, and Media Literacy. These areas, coupled with Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension serve as our foundation to a strong reading program. From here, Farmersville teachers, along with other educators in our district and Southwestern Indiana, developed a curriculum map, outlining what, when, and how long specific standards will be taught. During this creation and planning phase, teachers took advantage of opportunities for cross-curricular impact. Using science and social studies concepts while teaching English-Language Arts and math standards provides extra and meaningful learning for students. Upon the development of curriculum pacing guidelines, teachers design instruction from a multitude of curricular materials, using a balanced literacy approach. With offering a 90-minute reading block for our students, we incorporate the basal reader, leveled readers, chapter books, and novels at some grade levels. For differentiation, many technology enhanced materials are utilized: Study Island, Plato, Discovery Education, Readworks, Smithsonian Teen Tribune, Acuity, online English textbook series with supplementary resources, and online novels. Reading comprehension is reinforced through school wide Accelerated Reader. Students set goals with teachers, choose books of interest at independent reading levels, and take comprehension quizzes. AR motivates and excites students about reading. Students reaching individual goals are recognized at the end of each grading period. Lastly, guest “Falcon” readers motivate students, encouraging them to advance in reading skills to become avid readers.

Math curriculum at Farmersville is based on the Indiana Academic Standards for Math, including Number Sense, Computation, Algebraic Thinking, Geometry, Measurement, and Data Analysis. Our teachers use math textbooks, technology programs such as IXL, Study Island, Acuity, and Math Facts in a Flash to provide a comprehensive variety of curricular materials for individualized levels of math instruction. IXL and Rocket Math in particular address individual learning needs of students below and above grade level. At Farmersville, we believe that math fluency is important, so facts are intentionally practiced as a whole school every morning through 3 Minute-Mega Math. On the other end of the spectrum is problem solving, exemplified through the process standards. Our students enjoy the challenge of tackling real life problems, such as converting measurement amounts to allow more servings for family members during Thanksgiving dinner. In English/Language Arts, our teachers diversify through teaching whole group, small flexible groups, and individualized instruction. Offering different levels of support not only reinforces learning, it also maintains engagement through variety.

Science curriculum is developing, as the Indiana standards have been updated. The newly developed standards involve physical, earth, and life sciences with science technology and engineering, and process standards. Teachers are working together, pulling a variety of curricular resources together to teach the standards. Our solely online science textbook, Discovery Education, reinforces and expands scientific principles, appealing to children’s interests through virtual labs and science sleuths. Additionally, third and fourth graders participate in science fair and Seaperch, an underwater robotics build and competition. All grade levels can benefit from the Purdue Extension Program, involving science and agriculture.

Social Studies curriculum will be evolving in the coming months, as new standards develop. Our current Indiana standards are history, civics and government, geography, and economics. Curricular materials include textbook, with supplemental technology resources of Newsela, ReadWorks, and Smithsonian Teen Tribune, Weekly Reader, Brain Pop, and Abe Lincoln Memorial. Also enhancing social studies curriculum

are community partnerships and activities such as Junior Achievement, Black Township Fire and Rescue, River Days, Heritage Days, Famous Hoosiers, Explorers' Parade, and International Days. When curriculum is expanded to include real life experiences, learning comes alive!

Farmersville Preschool houses developmentally delayed three to five year olds from across the school district. The core curriculum areas are reading, math, science, and socialization. Print concepts and phonological awareness develop through learning letters and sounds. Story telling develops comprehension. Number recognition, counting, shapes, and colors are the focus in math. Many sensory activities aid in learning about scientific principles. Tap-it and iPads help preschoolers learn. The positive impact of this program is recognized because the majority of these students enter a general education kindergarten class. In a great educational environment, these youngsters can learn!

2. Other Curriculum Areas:

Farmersville students enjoy learning from non-core curricular areas. Enriching instruction, from visual arts, general music, physical education, library, and technology, enhances learning for our students. All grades, from preschoolers to grade 5, including our moderate special education students, enjoy these learning opportunities once a week for art, music, and library, twice a week for PE, and 2-3 times a week for technology. The goal of these additional areas of learning is to support the learning and acquisition of essential skills.

The art teacher is certified and develops creativity and problem solving in a sequential, age appropriate manner. Our art teacher uses a wide variety of materials from paints to fabrics, allowing students to create projects, often connected to the core curricular areas of reading, math, science, and social studies. To further interest in art, projects are created for events and local competitions, like "Symphony of Color" contest, sponsored by the Philharmonic organization in a nearby city.

Also taught by a certified instructor, our music program offers plenty of opportunity for students to sing and dance to develop skills of self-expression and creativity. Performance opportunities exist for students in grades 1 and 3 during the December holidays. Third graders sing, dance, memorize, and rehearse lines from the musical chosen that year. The first graders support the play through joining in songs. Reading, speaking, and listening standards are reinforced. Because musicals generally have historical or geographical features, social studies gets a boost. Math standards are strengthened in music class as note values are learned through fraction discussion. Fifth grade students learn note names on the staff in order to play a recorder. A district wide performance at the end of the year culminates the study of the recorders. At the 5th grade recognition program, students sing a song prepared specifically for the recognition assembly.

Students love physical education at Farmersville. Through organized activity, the certified PE teacher reinforces core curriculum learning. Spark Curriculum combines games with academics. For example, basketball dribbling with practicing the pivot foot supports learning about clocks/time. The pivot foot serves as the clock center. Twelve o'clock is at the top, with six o'clock at the bottom, pivoting to the hours in between. Fraction study is also taught as students pivot around to varying fractions of time. Students practice math concepts while utilizing basketball skills. In physical education class, students are encouraged to improve individually on all fitness tests: sit ups, pull ups, sit-n-reach, mile, and shuttle run. When children improve their mile time, they receive a symbolic foot to wear on their shoelace. All students are recognized for any individual improvements during fitness tests. Through physical education, students participate in other athletic competitions, too. Students compete in the Cross Country Elementary Meet, Physical Fitness Program, Field Day, Elks Hoop Shoot, and the Marathon Milers Club.

Our certified librarian collaborates with classroom teachers to support skills being taught, particularly ELA standards, in lessons at all grade levels. Additionally, the librarian reads to the class. Modeling fluent, expressive reading benefits students. Students enjoy perusing the library shelves for books of interest to check out as the class ends. Reading is strongly encouraged and rewarded at Farmersville. Marathon Readers must read designated books and take comprehension tests for their grade level. Individual reading goals determine Accelerated Reader requirements. Students reaching their goal receive a Farmersville dog tag, specific for the grading period. As the principal visits classrooms, beaming students proudly receive the

deserved Farmersville AR dog tag and chain. Larger reading rewards are given at the end of the year. With PTO's help, students and family members enjoy two book fairs each year. The Falcon Reader Program helps maintain skills and avoid summer regression through asking students to read. Students completing the program are rewarded in August.

Farmersville is very fortunate to have 2 computer labs for student and classroom use. Our full time technology assistant serves primarily in one of the labs during classroom visits. When classes visit multiple times per week, students use their headphones to learn from the interactive programs. Classroom teachers plan the curriculum to study during each session in the computer lab. Technology time is directly related to standards from varying curricular areas.

3. Instructional Methods and Interventions:

At Farmersville, we believe that differentiating instruction is critical for all students. Through school wide reading and math assessments from Aimsweb, Acuity, Star, and Early Star Literacy, grade level teachers recognize specific learning strengths and deficits. For instruction, teachers use large and small groups, flexible groups, pair, and individual work.

Technology enhances instruction for all students. Every teacher and student has an iPads for daily use. All classrooms have Promethean Boards, ActiVoters, projectors, document cameras, and several student desktop computers. Technology programs assist in differentiation for students: Discovery Education, learning through the integration of text, audio, video, images, and digital investigations about reading and critical thinking; Essential Skills, reading, spelling, phonics, and grammar; MyOn for reading; Study Island, specific curricular standards; Accelerated Reader for comprehension; Brain Pop, short animated clips on core and non-core curriculum; IXL, math and English standards, and Plato provides differentiated standards' practice. Technology supports our Tier 1 learners. In addition to working through programs based on ability, teachers differentiate during lessons. High ability learners extend thinking, advancing through the process standards to demonstrate a deeper understanding. Tier 1 and high ability learners flourish from current instructional approaches, through utilizing real world scenarios to engage critical thinking and problem solving.

A well-defined system for Tier 2 children secures support. Response to Intervention (RTI) team meets weekly with teachers to discuss student deficits. Interventions, appropriate for students and the deficit area, are determined. Progress monitoring occurs and plans are adjusted. Professional development for RTI has benefitted staff. An intervention teacher works with students from each homeroom every day, noting Signs for Sounds, as a successful program to help early readers. The phonics program teaches basic spelling mechanics, phoneme segmentation, and breaking down sounds to put them together again in written form. Mastering phonics is the goal.

For Tier 3 learners, special education teachers develop an Individualized Educational Plan (IEP). Mild cognitive or specific learning-disabled students receive instruction in the special education classroom or their own classroom through inclusion. We believe both models are effective, depending on the child. Technology is widely used with our mild, LD, and moderate students. Additionally, our moderate students enjoy Tap-It, E-Pro Reading, Touch Chat, and ActiVoters. Novelty is added on Friday. All students listen to the same story, and then break into groups for ability based individualized activities. Vocational skills including sorting, packing and assembly are practiced and applied to real job situations.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Indiana requires participation of all public schools in the state accountability test, ISTEP+. Designed by Indiana Department of Education, ISTEP+ measures student mastery of reading, writing, and mathematics in grades 3 – 8 and 10, science for 4th and 6th and social studies for 5th and 7th grades. ISTEP+ meets the requirements of “No Child Left Behind,” with two subtests: applied skills, given in March and multiple-choice in April. Students who “Pass” have mastered the standards, with “Pass Plus” demonstrating surpassed knowledge. The Applied Skills Test includes constructed response questions. Students must apply knowledge in a real world situation by creating, explaining, and justifying written responses in all tested subjects.

Starting in 2011, up until this school year, IMAST served as an alternate assessment for qualifying special education students. IMAST is no longer available for students. Beginning in the spring of 2012, the Indiana Reading Evaluation and Determination (IREAD-3) is given to all third graders in March. This summative assessment is used to measure foundational reading standards through grade 3. This test determines promotion to grade 4.

For all results, data is disaggregated only for subgroups containing ten or more students. Since many of our subgroups are fewer than ten students, information is not available. Although disaggregated subgroup data for us is rarely available, we know our students. Great effort is put forth to help these students even without subgroup data from the state.

In examining ISTEP trend data, discoveries are made. In comparing cohort groups over the years, steady improvement occurred each succeeding year in ELA and math, beginning with the 2011 ISTEP+. Through studying results of individual special education students on IMAST, we see that passing rates improved each year. The special education staff diligently addresses learning gaps while teaching grade level skills. Although the special education staff feels like their students are “pushed, pushed, pushed,” students respond and success is visible. Over the last several years, special education students are included in whatever the general education students are learning upon returning to the general education classroom. Scores of free and reduced meal students have also improved in the last several years, again a result of our commitment to improved instruction. Since IREAD-3 began in 2012, we have seen our percentage passing increase from the 85% to 97%. Farmersville students have performed well on testing the last five years, with particular strength the past several years.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Upon receiving results from our Spring ISTEP+ testing, the principal eagerly studies the data and shares information with teachers and staff. The School Improvement Team (SIT) meets to review results, celebrating students’ accomplishments and considering deficit areas. From school wide results, data sheets with strengths and weaknesses are completed and discussed. This data determines the academic needs for our School Improvement Plan (SIP). Data tables, containing results from previous years, are analyzed to evaluate cohort groups, subgroups, trends, strengths, and continued or new areas for improvement.

Teachers and appropriate support staff receive result information regarding their students. A copy of each child’s ISTEP+ report is U.S. mailed to his home. School level results are also available at the IDOE website and printed in local newspapers. Teachers individually discuss results with children to celebrate and motivate.

While ISTEP+ serves as our high-stakes summative assessment and guides our School Improvement Plan (SIP), we believe that formative assessments offer valuable updates on student learning. Aimsweb (K-5) is used to monitor progress and plan interventions or extended learning for advanced students. STAR (1-5) and STAR Early Literacy (K-1) inform teachers about reading progress. ACUITY (3-5) measures understanding of English Language Arts and math standards. These formative assessments are administered

during specified windows several times throughout the year. Classroom teachers analyze individual data and collaborate during team meetings to make informed, intentional decisions about students' academic needs. Formative assessments guide instruction.

Communication is critical. Teachers meet with students individually to share results, discussing areas of strength and deficit. If scoring guides or rubrics are available, teachers share them with students. Knowing and understanding the expectation is crucial, and students should be aware of their academic performance. Parents receive assessment reports, student work samples, and attend conferences to thoroughly understand their child's performance.

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Part VI School Support

1. School Climate/Culture

The culture and climate of Farmersville School support students and staff. Regular lockdown drills, Emergency Parent Notification System, and an excellent rapport with law enforcement elevate safety. Our doors remain secured. Staff is trained by the nurse on using EpiPens, Inhalers, and AED. Everyone stays connected through the school mail system, Falcon Express. Addressed envelopes are deposited in the mailbox for our moderate special education students to deliver. Watching this system in action is endearing. Farmersville staff and students feel secure and connected.

Our Home School Advisor, with us for two days each week, promotes social and emotional growth. She facilitates social skills groups, Girl Power, and peer facilitators. She also works with Falcon Friends, a group of 4th grade girls, making a difference at Farmersville. From making positive posters for the halls to creating “A” bracelets, these girls bring smiles to everyone.

Students receive recognition. Highlighted over the intercom, TV broadcast, newsletters, local newspapers, or postcard in the mail, students are affirmed. Students receive rewards for reaching goals: trophies, certificates, ribbons, t-shirts, gift cards, and dog tags. In classrooms, teachers often have incentives like “warm fuzzies” or “marble jars” for academics or social growth. When goals are met, students reap earnings.

Adding novelty keeps everyone enthused about coming to school. Student council brainstorms fun dress days where students dress up one day a month. Every other Friday we dress in school colors or shirts. The staff enjoys a monthly “Lunch Bunch.” Staff members take turns preparing themed lunches for all staff to eat. Having a planned, provided lunch excites staff. We marked the 50th day of school by having a Farmersville 50’s Party, dressing in 1950s or farmer attire. Students tried root beer floats, some for the first time, danced, and did the limbo to 50s music. During our one-hour “A” Party, students reveled in everything “A” by rotating through various “A” activities in the gym and cafeteria: autograph area, airplane folding/flying, “A” photo booth, “A” sack race, “A” tug of war. We also sang/danced to, “It’s All About the Bass.” We of course changed lyrics to, “It’s All About the A – at Farmersville!” Maintaining a sense of joy and positive daily climate is important.

A true sense of caring, love, and family exists at Farmersville. Staff typically stay much of their career at Farmersville, realizing it is a special place. Together we are molding the future.

2. Engaging Families and Community

Farmersville students thrive through the support of their families and community organizations and members.

The family dynamics of our students differ greatly. While some students live with both parents, others live with step-parent(s), grandparent(s), one parent, extended family, friends, or in foster care. Our community is unique. No matter the family dynamic, almost all caregivers help their child experience school success. The relationship begins before the first day of school as families attend “Back to School Open House.” They visit their child’s classroom, meet the teacher, drop off supplies, and feel connected to the school. This alleviates much first day of school anxiety for both students and families. Caregivers make certain homework is complete, attend meetings, and communicate with teachers. If students aren’t making good choices or working to their potential, parents intervene. Parents volunteer during room parties, field trips, popcorn days, Grandparents Day, and PTO. Caregivers partner with Farmersville.

Our small community devotes itself to one another through the various school levels. When students leave Farmersville, they enter Mt. Vernon Junior High and High School. The schools are housed in one very large building. Our students often attend events, games, and competitions of older siblings. Students at all grades know each other in our community. Elementary students develop friendships with students through

12th grade, as they ride the bus to and from school together. Watching a senior help a kindergartener with reading or a bus evacuation drill is heart-warming and a great indicator of how people care for one another in the community.

Many community members from Big Brothers/Big Sisters, Boy and Girl Scouts, Purdue Extension, Junior Achievement, 4-H Extension, Vectren Energy, local Fire and Law Enforcement, the mayor and other political figures, and University of Southern Indiana, enter our doors daily, enriching students' learning. In turn, Farmersville supports the local food pantry, Humane Society, St. Jude's and Riley Hospitals, Juvenile Diabetes Foundation, Relay for Life, Leukemia Society, and local restaurants like Dominos and Pizza Hut, who encourage our reading program. We just finished a "Pennies for Patients" drive for children with Leukemia. Our students brought in a lot of pennies! We collected over \$1,000. From community involvement, our students understand the larger picture while learning academics, social skills, and the importance of giving back. Soft skills are difficult to measure on a test, but through the help of our community, they are visible in our students.

3. Professional Development

"As good as we are, we can always get better," speaks to our continuous goal for learning new or improved ways to teach. Our professional development approach is varied in levels from national, regional, and local influences.

Through researching national best practices to address needs identified in our School Improvement Plan (SIP), we discovered Kristina Smekens with Smekens' PD as a perfect choice to teach us methods for writing instruction. With the new Career and College Readiness Standards, students must be prepared to analyze, cite textual evidence, and explain thought processes through writing on state testing. Preparing our students for life with these higher thinking skills involving writing is of utmost importance. We subscribed to ten Smekens' Web PD episodes to learn methodical steps in teaching children writing strategies applicable for various purposes. Implementing the strategies in the classroom was modeled. All staff responsible for writing instruction attended sessions. Learning was immediately applied in our classrooms. Students implement procedures learned and write logically and analytically. Knowing and understanding the important characteristics of a well-written response is reassuring to students. Writing can be very scary without a plan.

Our district is part of the Southern Indiana Educational Consortium. Representatives from our school meet consistently with other educators to continue the work of curriculum mapping and develop a scope and sequence as related to the new standards. A challenge for our school is the number of teachers at each grade level. Through this consortium, our teachers collaborate with teachers at the same grade, gaining differing perspectives and learning from peers. Working together, we understand the full implication of new standards. This work is critical to the success of our students, and we are fortunate to be a part of a network.

In addition to the work mentioned above, professional development involving technology proves vital. Daily advances are made in technology, with our students well aware. This necessitates our diligence in staying abreast of advancements. Teacher representatives attend district tech meetings where tech gurus update them on latest developments and new advances at our district. Ongoing professional development is provided for teachers through school and district support staff, assigned for that specific purpose. They help with technological needs and educating staff and students. PD is also offered in summer months with Reboot Camp and the Two Day Regional Technology Workshop. Consistent Professional Development in technology is valuable.

4. School Leadership

The African Proverb, “It Takes a Village to Raise a Child” rings true with our school leadership philosophy. While strong leadership from the principal is essential for school success, the leadership is complimented by a teamwork approach.

Collaboration with all stakeholders provides a sustaining environment. While the principal is the instructional leader and final decision maker of the school, conclusions are drawn after thorough input from others. Many voices add expertise, understanding, and emotion. Our School Improvement Team (SIT) is comprised of all staff members, a uniqueness possible at Farmersville because of our staff size. We do not have an assistant principal, counselor, instructional coach, etc., but we do have each other. The principal, teachers, teacher assistants, secretary, and full-time nurse work in a unified approach to get the job done. We share ideas and responsibilities. Everyone’s opinion is valued. Upon receiving input, the principal plans professional development opportunities for staff to improve student learning. PD is welcomed because it has been decided upon together. Feedback is also valued from PTO and community partners. Parents and community members are grateful for opportunities to provide input. Shared leadership promotes school and student success.

Being a servant leader exemplifies our values to students. Through serving others at the local food pantry, covering classes, or helping a struggling student, the principal helps others. Modeling this provides a positive culture of kindness, an important attitude for life. The impact of displaying servant leadership skills to students may not be realized now, but assuredly, will make a difference in the lives of our students.

Communication is crucial. Keeping students and staff informed of pertinent news at the school and district level is important. Daily bulletins containing staff absences, substitutes, events for the day, news briefs, staff birthdays, lunch menu, and a thought, smile, or cartoon for the day, keep us connected. Bulletins give the principal daily contact with the staff before the school day begins. Information is shared as it is received, including news from the district, region, or state.

Students are perceptive! They watch, interact, and talk with the principal. As the principal visits classrooms daily, looking at student work, a sense of understanding about what is happening in the classroom occurs. Students and teachers know what happens in the classroom matters. Relationships are present and strong. Through this direct connection, students work harder because they know the principal monitors their progress.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Pass and above	93	97	82	79	80
Pass+	43	34	33	38	6
Number of students tested	28	29	39	34	35
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	10	6	11	6	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass and above					
Pass+					
Number of students tested	4	4	6	9	9
2. Students receiving Special Education					
Pass and above					73
Pass+					9
Number of students tested	2	2	8	9	11
3. English Language Learner Students					
Pass and above					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass and above					
Pass+					
Number of students tested			1	1	
5. African- American Students					
Pass and above					
Pass+					
Number of students tested					
6. Asian Students					
Pass and above					
Pass+					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Pass and above					
Pass+					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass and above					
Pass+					
Number of students tested					
9. White Students					
Pass and above	93	97	84	78	82
Pass+	43	34	34	41	6
Number of students tested	28	29	38	32	34
10. Two or More Races identified Students					
Pass and above					
Pass+					
Number of students tested				1	1
11. Other 1: Other 1					
Pass and above					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass and above					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass and above					
Pass+					
Number of students tested					

NOTES: The ISTEP Test is given in two parts during March and April. IDOE designed a specific alternate assessment, IMAST, for special education students, with eligibility determined by the case conference committee. This test began in the spring of 2011. Farmersville Elementary provides services for special needs preschoolers and moderate special education students for the MSD of Mt. Vernon. Making up about 45% of our total special education population, these students from across the district also account for about 25% of our qualifying free-reduced meal population. This population is not reflected in our testing data. Performance data on all state assessments is only available for subgroups with 10 or more students.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Pass and above	100	87	92	94	81
Pass+	50	34	42	24	15
Number of students tested	30	38	36	33	27
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	6	7	5	15	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass and above			85		
Pass+			8		
Number of students tested	6	7	13	8	5
2. Students receiving Special Education					
Pass and above		80			
Pass+		10			
Number of students tested	2	10	8	7	8
3. English Language Learner Students					
Pass and above					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass and above					
Pass+					
Number of students tested		1	1	1	
5. African- American Students					
Pass and above					
Pass+					
Number of students tested					
6. Asian Students					
Pass and above					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass and above					
Pass+					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass and above					
Pass+					
Number of students tested					
9. White Students					
Pass and above	100	86	91	97	81
Pass+	52	35	41	27	15
Number of students tested	29	37	34	30	27
10. Two or More Races identified Students					
Pass and above					
Pass+					
Number of students tested	1		1	1	
11. Other 1: Other 1					
Pass and above					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass and above					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass and above					
Pass+					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Pass and above	98	95	86	88	92
Pass+	35	36	24	27	24
Number of students tested	40	42	37	26	49
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	9	5	14	19	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass and above		94	77		93
Pass+		12	15		29
Number of students tested	6	17	13	6	14
2. Students receiving Special Education					
Pass and above					77
Pass+					8
Number of students tested	8	6	7	6	13
3. English Language Learner Students					
Pass and above					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass and above					
Pass+					
Number of students tested	1	1	1		
5. African- American Students					
Pass and above					
Pass+					
Number of students tested					1
6. Asian Students					
Pass and above					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass and above					
Pass+					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested			1		
8. Native Hawaiian or other Pacific Islander Students					
Pass and above					
Pass+					
Number of students tested					
9. White Students					
Pass and above	97	95	88	88	92
Pass+	36	38	26	28	23
Number of students tested	39	39	34	25	48
10. Two or More Races identified Students					
Pass and above					
Pass+					
Number of students tested		2	1	1	
11. Other 1: Other 1					
Pass and above					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass and above					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass and above					
Pass+					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Pass and above	96	93	85	88	86
Pass+	11	14	10	21	3
Number of students tested	28	29	39	34	35
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	10	9	11	6	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass and above					
Pass+					
Number of students tested	4	4	6	9	9
2. Students receiving Special Education					
Pass and above					82
Pass+					0
Number of students tested	2	2	8	9	11
3. English Language Learner Students					
Pass and above					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass and above					
Pass+					
Number of students tested	0	0	1	1	0
5. African- American Students					
Pass and above					
Pass+					
Number of students tested					
6. Asian Students					
Pass and above					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass and above					
Pass+					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass and above					
Pass+					
Number of students tested					
9. White Students					
Pass and above	96	93	87	88	85
Pass+	11	14	11	22	3
Number of students tested	28	29	38	32	34
10. Two or More Races identified Students					
Pass and above					
Pass+					
Number of students tested	0	0	0	1	1
11. Other 1: Other 1					
Pass and above					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass and above					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass and above					
Pass+					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>IREAD-3</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Pass and above	97	90	85		
Pass+					
Number of students tested	31	31	41		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass and above					
Pass+					
Number of students tested					
2. Students receiving Special Education					
Pass and above					
Pass+					
Number of students tested					
3. English Language Learner Students					
Pass and above					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass and above					
Pass+					
Number of students tested					
5. African- American Students					
Pass and above					
Pass+					
Number of students tested					
6. Asian Students					
Pass and above					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass and above					
Pass+					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass and above					
Pass+					
Number of students tested					
9. White Students					
Pass and above					
Pass+					
Number of students tested					
10. Two or More Races identified Students					
Pass and above					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass and above					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass and above					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass and above					
Pass+					
Number of students tested					

NOTES: IREAD-3 began in the spring of 2012. For IREAD-3, third grade students either pass or fail. Pass+ is not designated. Also, student subgroup data is not available from the state on IREAD-3.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Pass and above	100	89	86	91	89
Pass+	40	37	28	18	15
Number of students tested	30	38	36	33	27
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	6	10	5	15	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass and above			69		
Pass+			0		
Number of students tested	6	7	13	8	5
2. Students receiving Special Education					
Pass and above		80			
Pass+		10			
Number of students tested	2	10	8	7	8
3. English Language Learner Students					
Pass and above					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass and above					
Pass+					
Number of students tested		1	1	1	
5. African- American Students					
Pass and above					
Pass+					
Number of students tested					
6. Asian Students					
Pass and above					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass and above					
Pass+					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested				1	
8. Native Hawaiian or other Pacific Islander Students					
Pass and above					
Pass+					
Number of students tested					
9. White Students					
Pass and above	100	92	85	90	89
Pass+	41	38	29	20	15
Number of students tested	29	37	34	30	27
10. Two or More Races identified Students					
Pass and above					
Pass+					
Number of students tested	1		1	1	
11. Other 1: Other 1					
Pass and above					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass and above					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass and above					
Pass+					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Pass and above	95	88	86	73	69
Pass+	28	17	27	19	18
Number of students tested	40	42	37	26	49
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	9	5	14	19	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass and above		82	62		57
Pass+		0	8		14
Number of students tested	6	17	13	6	14
2. Students receiving Special Education					
Pass and above					23
Pass+					0
Number of students tested	8	6	7	6	13
3. English Language Learner Students					
Pass and above					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass and above					
Pass+					
Number of students tested	1	1	1		
5. African- American Students					
Pass and above					
Pass+					
Number of students tested					1
6. Asian Students					
Pass and above					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass and above					
Pass+					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested			1		
8. Native Hawaiian or other Pacific Islander Students					
Pass and above					
Pass+					
Number of students tested					
9. White Students					
Pass and above	95	87	88	76	69
Pass+	28	18	29	20	19
Number of students tested	39	39	34	25	48
10. Two or More Races identified Students					
Pass and above					
Pass+					
Number of students tested		2	1	1	
11. Other 1: Other 1					
Pass and above					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass and above					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass and above					
Pass+					
Number of students tested					

NOTES: The ISTEP Test is given in two parts during March and April. IDOE designed a specific alternate assessment, IMAST, for special education students, with eligibility determined by the case conference committee. This test began in the spring of 2011. Farmersville Elementary provides services for special needs preschoolers and moderate special education students for the MSD of Mt. Vernon. Making up about 45% of our total special education population, these students from across the district also account for about 25% of our qualifying free-reduced meal population. This population is not reflected in our testing data. Performance data on all state assessments is only available for subgroups with 10 or more students.